

ENG 104

COMPOSING RESEARCH

Judith Owano

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Office Hours:

(VIRTUALLY) Mondays and Wednesdays 10:00-11:00am, and by appointment- **Robert Bell 2113**

Location: Robert Bell 290 B

COURSE DESCRIPTION:

ENG 104 focuses on developing research-based writing skills, critical thinking, and rhetorical awareness. Students will generate research questions, collect evidence from primary and secondary sources, analyze and synthesize findings, and document sources appropriately. Multimodal research and presentation skills are emphasized. Prerequisite: ENG 101 and 102; or ENG 103; or appropriate placement

Course Goals: Students will:

- ❑ Create and complete research projects by generating a research question, conducting critical/analytical reading, developing arguments with evidence from primary and secondary research, and documenting sources appropriately.
- ❑ Align research questions with appropriate research methods.
- ❑ Employ critical thinking in evaluation, analysis, speculation, and synthesis to evolve and complete a research project.
- ❑ Use strategies to gather and organize information appropriate for the context and audience.
- ❑ Use the university research library to forward their research agenda.
- ❑ Engage in collaborative research.
- ❑ Employ format, syntax, punctuation, and spelling appropriate to various rhetorical situations in a stylistically sophisticated manner.

- Collect, analyze, and organize research information in verbally and visually compelling ways.
- Take initiative for the development and completion of individual and joint research projects.
- Develop the ability to work well with others on composing tasks.
- Create a constructive, collaborative climate.
- Apply previous knowledge or skills to demonstrate comprehension and performance in novel situations.

REQUIRED TEXTS:

Ball Point v. 2: <https://digitalresearch.bsu.edu/ballpoint2/>
(Password: chirp104)

(Password: chirp104)

Other required readings will be posted to Canvas

ASSIGNMENT OVERVIEW AND GRADING SYSTEM:

(Note: All assignments must be double-spaced and written in 12-point font. Details about each assignment can be found in the separate document on Canvas titled: “English 104 Assignment Descriptions.”)

Writing Project 1: 100 points. Oral History Coded Interview Transcript and (2-3 page) Research Memo

Writing Project 2: 150 points. Annotated Bibliography (3-4 single-spaced pages)

Writing Project 3: 150 points. Research Proposal (3-4 pages)

Writing Project 4: 200 points. Research Paper with Multimodal Element (6-8 pages)

Discussion Board Posts: 200 points

Class Participation: 100 points

Final Exam: 100 points

TOTAL POINTS POSSIBLE: 1000

GRADING SCALE:

Letter Grade	Range
A	930-1000
A-	900-929
B+	880-899
B	830-879
B-	800-829
C+	780-799
C	730-779
C-	700-729
D+	680-699
D	630-679
D-	600-629
F	599 and below

NOTE: In order to fulfill the University's Core Curriculum requirement in Writing Program courses, students must earn a minimum grade of C to pass; a grade of C- is not considered acceptable. Writing Program courses may be repeated as many times as necessary to meet the requirement but:

- The first and all other grades will show up on the transcript.
- All grades except the first will be used to compute the GPA.
- A grade of W will not replace a previous grade.
- Course credit hours apply only once to graduation requirements.
- Students who do not successfully complete ENG 104 before earning 90 credit hours will not be able to take the Writing Proficiency Exam. These students will instead need to take an additional writing course [WP 393] after completing ENG 104.

LATE ASSIGNMENT POLICY:

All work is due on the date indicated on the syllabus. If you are aware that you will be absent, work must be turned in during the class prior to the absence. Late class work will not be accepted for any credit.

ATTENDANCE POLICY:

Attendance is a mandatory aspect of this class. Each student has two “free” absences that do not impact your overall course grade. There may be days where you are ill, have other responsibilities, or simply do not wish to come to class. I would recommend attempting to use your free absences for unexpected occasions. Each unexcused absence after these first two will result in a loss of a third of a letter grade (**A → A-**, **B+ → B**).

Please communicate with me if you find yourself in a situation where you may accrue a large number of absences during the semester as it is easier to help solve a problem before or as it's happening rather than after.

An excused absence, per university guidelines, is an absence with documentation for any of the following:

disability accommodations

pregnancy, hospitalization, or medical leave

bereavement leave

religious observance

jury duty or court witness leave

military leave

Ball State approved events

ACADEMIC INTEGRITY:


It is your responsibility to give credit where credit is due and know how to cite your sources appropriately. Using someone else's ideas or words as your own on any assignment is plagiarism. It is a violation of the Code of Student Rights and Responsibilities as defined in the student handbook (or at /) and will be treated as such. If you are concerned about inadvertently violating this policy, please see me before completing the assignment. We will review APA/ MLA documentation in this course, and you are always welcome to come to me with any questions or concerns. Please note, however, that plagiarism and/or academic dishonesty (such as turning in work that is not your own) has severe consequences and can result in failure of the assignment, failure of the course and/or expulsion from the university.


AI Policy: ENG 104 (Spring 2026)

Use AI to help—but not do—the work.


✓ YOU MAY:

 Brainstorm ideas


 Make outlines

 Check grammar & clarity

 Design visuals

 Format citations

✗ YOU MAY NOT:

 Write full essays or projects

 Summarize or analyze readings for you

 Replace your own thinking

 Hide AI use

Always disclose AI use at the end of your work.

Example:

“AI was used to check grammar and brainstorm ideas.”

WHY IT MATTERS:

Use AI responsibly to protect your learning & integrity.

When in doubt, ask your instructor first!



DISABILITY STATEMENT:

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of the disability needs to be on file in that office before any accommodations can be made. Disability services can be contacted at: 765-285-5293 or dsd@bsu.edu.

NON-DISCRIMINATION STATEMENT:

Ball State University is committed to fostering and promoting a healthy learning community. All students will be treated with respect, tolerance, and equality regardless of race, religion, ethnicity, national origin, disability, sexual orientation, gender, age, or economic status. If for any reason a student feels discriminated against in the classroom based on these differences, he/she should contact the professor or the department chair. The Office of University Compliance or the Office of Student Rights and Community Standards may be contacted if the student is not satisfied with the results of meeting with the professor or department chair. The Ball State University community believes in the strength of diversity and recognizes the importance of appreciating equality. Here is the link to the Office of Student Conduct:

DIVERSITY STATEMENT:

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff and student body. We are committed to ensuring that all members of the community are welcome through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a

culture of respect and civil discourse as expressed in ours. For Bias Incident Response information, please click or e-mail reportbias@bsu.edu.

CLASSROOM EXPECTATIONS:

This classroom will be a place where all ideas, opinions and voices are welcome. Therefore, any disrespectful, threatening or discriminatory behavior will not be tolerated.

TECHNOLOGY STATEMENT:

Laptops and tablets are welcome in the classroom for educational purposes. We will be using them for various in-class activities. However, I will let you know when you need to use your laptop or tablet and ask that you refrain from using your digital devices outside of approved class activities. Phones should be put away and set to silent mode, unless otherwise specified. Headphones should be removed and put away at the beginning of class. I reserve the right to ask any student to put away their digital devices or close any tabs that are not being used for class or have become disruptive. Using technology inappropriately during class will result in the loss of participation and/or attendance points.

THE WRITING CENTER:

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (Robert Bell 295/Bracken Library/online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to [writingcenter.bsu.edu](#). Online and in person appointments are available seven days a week: however, plan ahead because appointments book quickly!

THE CAREER CENTER:

Ball State's Career Center is eager to help you think about your future—whether you're an undergraduate or graduate student, whether you know where you're headed or have no idea how to start. Their services include individual Career Coaching, drop-in résumé reviews, researching potential careers and internships for English majors, and referrals to campus and off-campus jobs. They can tell you more about grad school, job fairs, on-campus interviews, and lots more.

Follow #bsuenglish

The English department maintains an active online community and offers a variety of resources. Check out the department blog at , subscribe to our calendar, and follow us on Twitter and Facebook. You'll never miss a thing.

ADDITIONAL RESOURCES:

Contemplation spaces - located in Bracken Library and North Quad 232

Reach out to #BSUEnglish advisor Jennifer Wells at if you have any questions or need help.

TENTATIVE SCHEDULE:

WEEK 1

Monday, January 5: Introduction to course; syllabus overview

Wednesday, January 7: Read *BallPoint*: English 103 Review; Introduction to WP1

Friday, January 9: In-class diagnostic writing exercise

WEEK 2

Monday, January 12: Oral History—What is it? Oral history clips; interview discussion (WC p. 213)

Wednesday, January 14: Interview question list; peer interviewing exercise

Friday, January 16: Bring sample questions for oral history practice

WEEK 3

Monday, January 19: No class – Martin Luther King Jr. Day

Wednesday, January 21: Read *BallPoint*: Primary Research section

Friday, January 23: Coding Workshop (bring transcribed oral history interview)

WEEK 4

Monday, January 26: WP1 Outline Due; group workshop

Wednesday, January 28: WP1 Half-Draft Due; peer review

Friday, January 30: **WRITING PROJECT 1 DUE**; Introduction to WP2

WEEK 5

Monday, February 2: Read *BallPoint*: Planning Research—Ethics in Planning Research

Wednesday, February 4: Read *BallPoint*: Generating a Topic

Friday, February 6: Generating a Research Question

WEEK 6

Monday, February 9: LIBRARY LESSON

Wednesday, February 11: Library reflection activity

Friday, February 13: Group work on source evaluation; Research methods overview

WEEK 7

Monday, February 16: WP2 Outline Due

Wednesday, February 18: Peer review; WP2 Half-Draft Due

Friday, February 20: **WRITING PROJECT 2 DUE**; Introduction to WP3

WEEK 8

Monday, February 23: Read *BallPoint*: Writing It Up section

Wednesday, February 25: Writing workshop

Friday, February 27: Writing and revision activities

WEEK 9

Monday, March 2 – Friday, March 6: No class – Spring Break

WEEK 10

Monday, March 9: Read *BallPoint*: Collaboration section

Wednesday, March 11: Brainstorm proposal ideas

Friday, March 13: Group work and topic approval

WEEK 11

Monday, March 16: Read *BallPoint*: Writing Process section

Wednesday, March 18: WP3 Outline Due

Friday, March 20: Planning workshop

WEEK 12

Monday, March 23: WP3 Half-Draft Due

Wednesday, March 25: Peer review

Friday, March 27: **WRITING PROJECT 3 DUE**; Introduction to WP4

WEEK 13

Monday, March 30: No class – Individual conferences

Wednesday, April 1: No class – Individual conferences

Friday, April 3: Workday—gather multimodal sources

WEEK 14

Monday, April 6: WP4 Half-Draft Due

Wednesday, April 8: Final Project Conferences

Friday, April 10: Final Project Conferences

WEEK 15

Monday, April 13: Final Project Presentations

Wednesday, April 15: Final Project Presentations

Friday, April 17: Final Project Presentations

WEEK 16

Monday, April 20: Final Project Presentations

Wednesday, April 22: Self-Evaluation and Reflection

Friday, April 24: Course wrap-up and review

FINAL EXAM PERIOD: April 28 – May 1, 2026 (Date/Time TBD)

*All assignments are due by **11:59 PM** on the listed date via Canvas unless otherwise noted.*

This syllabus is subject to change in the event of extenuating circumstances.